



A-level HISTORY

Paper 1A The Age of the Crusades, c1071–1204

Mark scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

A-level History Paper 1 Specimen Mark Scheme

1A The Age of the Crusades, c1071–1204

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the reasons why knights went on Crusade. **[30 marks]**

Target: AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25-30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19-24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historic context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13-18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7-12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1-6**

Nothing worthy of credit

0

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Note: in responding to this question, students may choose to respond to each source in turn, or to adopt a more comparative approach of individual arguments. For example, they may look separately at what is said about individual motivation and present a balanced argument to support a particular view or they could take a wider view of motivation in Europe as a whole. Either approach could be equally valid, and what follows is indicative of the analysis and evaluation which may be relevant.

Extract A

In their identification of Mayer's argument, students should refer to the following:

- the claim that it was the long-term economic and social context that motivated knights to go on crusade
- the social/political practice of primogeniture in Northern France produced a landless aristocratic class with no prospects of maintaining their status
- these pressures, together with individual materialistic reasons were responsible for participation
- the departure of the knights brought a degree of peace to Western Europe.

In their assessment of the extent to which the arguments are convincing, students could refer to the following:

- it does provide some link to the case for individual rather than mass motivation
- it can be questioned whether the situation pertained to all participating areas in Western Europe and even all regions of France itself
- the viewpoint is rather narrow and concentrates on materialistic motivation
- little precise evidence is advanced to support the view.

Extract B

In their identification of Riley Smith's arguments students should refer to the following:

- the qualification given to the social and economic arguments
- references to the range of knightly participants
- the claim that idealism/religious feeling was the primary motive and family decisions were made for altruistic rather than economic motives.

In their assessment of the extent to which the arguments are convincing, students could refer to the following:

- references to the evidence provided in the existence of contemporary charters support the view

-
- the placing of the issue within its social and economic context strengthens the view
 - the context of ostentatious religious donations and the importance of monasticism supports the view and strengthens the argument
 - however, a widespread adoption of these practices may be questioned and a wider regional viewpoint is necessary for comparison
 - the idea of waiting for a more favourable period is perhaps less important than suggested given the immediacy of the appeal and response in 1096.

Extract C

In their identification of Jotischky's arguments, students should refer to the following:

- the overall interpretation that it was the nature of 'feudal' society that dictated knights' participation in the crusade
- the message went directly to the leaders of Western Europe who took their military households
- subsequent social or family pressure/loyalty was an undercurrent.

In their assessment of the extent to which the arguments are convincing, students could refer to the following:

- the issue is well placed within the social context of much of Western Europe
- family links relating to participation in more than one crusade and in the settlement of Outremer may be used by students to support the viewpoint
- it provides evidence relating to how such a large number of knights without financial assets could have taken part
- Urban's 'recruitment' may be less important than suggested as most of this task was devolved upon the popular preachers, which would have had a different effect
- the focus is rather narrow, relating to one aspect only
- it is possible that the context relating to the response may have changed over the 100+ years between the First and the Fourth Crusade so the use of Joinville's attitude as evidence may be questioned.

Students may conclude that Extract B perhaps gives the most convincing view due to its wider range. However, all three interpretations may be seen as convincing; if they are taken together it is possible to conclude that a single motivation was not present/is not possible to decide when so many individuals were involved.

Section B

- | | | | |
|----------|----------|---|-------------------|
| 0 | 2 | To what extent was effective leadership responsible for the establishment of the crusader states in the years 1096 to 1154? | [25 marks] |
|----------|----------|---|-------------------|

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- | | | |
|------------|--|--------------|
| L5: | Answers will display a very good understanding of the full demands of the question. They will be well organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. | 21-25 |
| L4: | Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well balanced with some judgement, which may, however, be only partially substantiated. | 16-20 |
| L3: | Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. | 11-15 |
| L2: | The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | 6-10 |
| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |

Nothing worthy of credit

0

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

There were four crusader states: Edessa (1098–1149); Antioch (1098–1268); Jerusalem (1099–1291); Tripoli (1104–1269). Good answers should show familiarity with the range of different crusader states but need not be comprehensive.

Points in favour of leadership being the major factor in establishing the crusader states might include:

- the success of Western battle tactics under men such as Bohemond, Godfrey and Raymond producing victories at Dorylaeum, Antioch and Jerusalem. This was vital for the initial foundation of Frankish rule after the successes of the First Crusade
- Baldwin was a forceful and authoritative leader
- the rulers of the crusader states successfully intermarried with Armenian families; and made pragmatic alliances with Muslim neighbours when necessary
- note that some answers may show differentiation according to variations between personalities and change over time – perhaps arguing effective leadership was in there in the beginning but in short supply by the 1130s, as demonstrated by the crisis that led to the Second Crusade.

Points in favour of other reasons for establishing crusader states might include:

- leadership was only rarely ‘effective’. Already by the 1130s, the Crusader states were vulnerable, with many damaging divisions within the ruling elites, such as Baldwin and Tancred at the start and among their successors later
- help from Byzantium, Genoa and Pisa was essential to support Outremer
- superior military technology was more important than leadership
- the failure of the Muslims to unite against the crusaders or to recognise the actual degree of threat that they presented enabled the crusader states to capitalise on an exceptional ‘window of opportunity’.

Good answers may conclude that although the crusaders proved militarily effective it was due to their weaponry and tactics, with which their opponents were unfamiliar, rather than the force of leadership which was often seriously compromised. The lack of unity among the Muslims enabled the crusaders to triumph on more than one occasion.

- 0 3** To what extent was the rise of Islamic power in the Middle East in the years 1144 to 1187 due to the ideas of Jihad? **[25 marks]**

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that jihad was important for the rise of Islamic power between the Second and Third Crusades:

- Nureddin was a key leader of jihad – he revolutionised the attitudes of Muslims towards the foreign occupiers
- ideas of Holy War flourished in Muslim literature of the mid-12th century
- Jihad was an important factor in justifying the power assumed by Nureddin and Saladin, making them legitimate rulers instead of outside conquerors
- Saladin's contemporary biographers insisted he was motivated by genuine desire to wage Holy War against the crusaders.

Arguments suggesting the importance of other factors for the rise of Islamic power might include:

- the lack of real expansionist motives for either Nureddin or Saladin. They were both essentially defensive in outlook, resisting the Western presence in their region, rather than pursuing all-out war to aggressively spread the faith
- the rise of Muslim unity under Saladin was due to ruthless, pragmatic political skill – he was a cynical opportunist who was greedy for power and always ready to compromise religious ideals with political calculation
- the rise of Islam reflected a shift in the military balance of power and the unification of Muslim forces under capable leaders. This began with Zengi and was continued by Nureddin and his successors
- the real force behind the rise of Islam was the weakness (especially the internal divisions) of the crusader states.

Good answers are likely to/may show differentiation: perhaps arguing that Nureddin really was motivated by Holy War but Saladin much less so; or that jihad alone, however genuine, could never have made the difference unless the military/political situation was favourable.

0 4 'Attempts to recover from the disaster of 1187 failed because of the disunity of the crusaders.'

Assess the validity of this view with reference to the years 1187 to 1204.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**

Nothing worthy of credit

0

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

The Horns of Hattin was a military and political disaster for the crusader states. This disaster led to strenuous efforts to recover the situation in the years 1187 to 1204, notably the Third and Fourth Crusades.

Arguments supporting the view that these efforts failed due to crusader disunity might include:

- the Third Crusade failed because of the disparate aims and the political and personal rivalries between its leaders, such as Richard I against Philip II (and demonstrated by the imprisonment of Richard by the Emperor on the way home)
- there was no unity of purpose between the local leaders of the crusader states and the kings and princes leading the Third Crusade as an invasion by the West
- there was a damaging divide between the Empire and the Papacy
- the Fourth Crusade was doomed before it began, diverted from any crusading purpose by Venetian power politics and the desire to loot Byzantium.

Arguments to support the view that other factors were more important might include:

- there was never any chance of lasting security for the crusader states. They were isolated, vulnerable outposts dependent on long, fragile lines of communication. They had only ever seemed viable when the forces of Islam were weak
- maintaining the crusader states partly depended on links with, and help from, the Byzantine Empire. The weakness of the Empire by the 1190s made this impossible. So Constantinople, rather than the Holy Land, becoming the prime objective.

Good answers are likely to/might conclude that the Third Crusade, although it failed in its primary objective, did in fact amount to a degree of victory for Outremer given the desperate situation after 1187 (such as the capture of Cyprus). Also, the treaty between Richard and Saladin was the result of an ongoing stalemate. Saladin was struggling to keep his army together and the situation in the Angevin 'Empire' meant that Richard had to return or lose his throne. Neither was able to achieve complete victory. Failures after 1192, especially the Fourth Crusade, were much more decisive.

